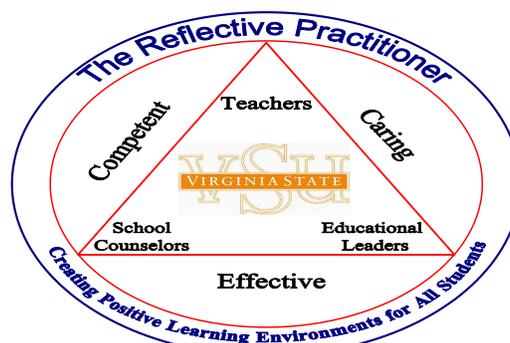




**DEPARTMENT OF
ADMINISTRATIVE & ORGANIZATIONAL
LEADERSHIP**

**EDUCATIONAL ADMINISTRATION & SUPERVISION PK-12
Licensure Program**

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Professional Education Programs

Revised Fall, 2012

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**Department of Administrative & Organizational Leadership
Master of Education in Educational Administration & Supervision Pk-12**

The Professional Education Programs Unit Conceptual Framework

Mission and Vision of the Professional Education Programs Unit

Mission

Creating a positive learning environment for all students and using evidence-based performance standards to develop reflective practitioners are central to the Professional Education Programs Unit's mission. The Unit promotes and maintains academic programs with research-based pedagogy, technology-based learning, and reflective practices that integrate service to the community, ever mindful of the students' diverse cultural backgrounds.

Vision

The vision of the Professional Education Unit at Virginia State University is to be the driving force in the continuous preparation of competent, caring, effective, and reflective practitioners who are committed as leaders to meeting the challenges of educating all students for a diverse global learning community. Figure 1 visually represents the Professional Education Programs Unit's vision.

Figure 1: VSU Professional Education Programs Unit Conceptual Framework Model



Philosophy, Purpose and Goal of the Unit

Philosophy

The Professional Education Programs Unit is aligned with the 20/20 Long Range Vision Plan of Virginia State University. It is contiguous with the university mission as a land grant institution to prepare reflective practitioners to assume productive roles in a challenging and ever-changing diverse global society. Our programs are designed to provide candidates with the opportunity to develop a broad repertoire of competencies, skills, strategies, and dispositions essential for creating positive learning environments. The philosophy is research-based and grounded in the following basic tenets:

- 1. A commitment to the preparation of educators must include a sound foundation in subject specific knowledge, content knowledge in core curriculum, written and oral expression, and the use of Standard English.**

2. **Educators should have a repertoire of strategies and models founded in evidence-based, best practices and pedagogy.**
3. **A commitment to life-long learning, scholarship and service are central to the development of a reflective practitioner.**
4. **The effective use of technology is essential to guide data driven instruction and decision making.**
5. **Educators must understand human growth and development and possess a multicultural perspective on pedagogy and delivery of content to effectively impact student learning.**
6. **Effective communication with, and involvement of, all stakeholders in the school community, inclusive of parents, students, and business communities improves student achievement.**
7. **Reading and literacy are fundamental building blocks of learning.**

Purpose and Goal

The Professional Education Programs Unit's purpose is to prepare knowledgeable, reflective practitioners, who educate and engage in diverse learning communities through appropriate use of technology, pedagogical strategies, research, scholarship, leadership and service. The overall goal of the Unit at Virginia State University, given its underlying vision, mission, and philosophy, is to facilitate the development of competent, caring, effective and reflective practitioners who are committed to serving the needs of all students.

The Professional Education Programs Unit Candidate Knowledge Base: Competent, Caring, Effective and Reflective

Competent

Competent Practitioners understand the central concepts, tools of inquiry, and structures of the content area(s) taught; and create learning experiences that make the subject matter meaningful for learners. The Professional Education unit at Virginia State University emphasizes professionalism and the ability of candidates to skillfully execute their duties and adapt their methods to fit the requirements of their position. Instructional strategies from cognitive, linguistic, and social perspectives are crucial components in learning and development. Jean Piaget (1969) developed a theory that radically changed conceptions of child development and had a direct impact on teaching and learning. His constructivist framework of learning differs from behavioral theories that had influenced education for decades. Piaget regards learning as the modification of students' cognitive structures through interaction and adaptation to environment. Related to Piaget's theory is information processing theory (Flavell, 1985; Brubacher, Case, & Reafan, 1994), which focuses on how learners use cognitive processes and think about what and how they are learning. These theories greatly affect learning capacity and produce models of effective teaching. These views also lead to a "metacognitive" approach that allows educators to analyze the situations they face and deal with the complexities of their environment. In turn, such an approach requires an understanding of competence that emphasizes reflection and adaptability, as well as knowledge (Darling-Hammond & Bransford, 2005). Virginia State University's competency oriented educational system uses evidence based performance standards as a way to organize knowledge and give candidates a means to educate themselves in the process of becoming a reflective practitioner. Virginia State University's competency oriented educational system uses evidence based performance standards as a way to organize knowledge and give candidates a means to educate themselves in the process of

becoming a reflective practitioner. This view of learning requires reflection and reexamination of the teacher's role in leading candidates to metacognition. Instead of being primarily a dispenser of knowledge, professional educators provide students with learning experiences and opportunities to manipulate the environment in order to construct knowledge (Pearson, Hunter, & Kellam, 1993).

Candidates emerge from the program with the necessary knowledge, skills, and dispositions required of competent and reflective professionals (Holmes & Hooper, 2000). For educators, this involves mastering the content knowledge in their chosen field and participating in extensive field experiences. In a review of the literature, Reynolds (1992) identified three areas where educators demonstrate competency. They must show competency in pre-active, interactive and post-active activities as they relate to teaching. To accomplish this, several criteria should be met. The core competencies must be: (a) valued; (b) relevant; and (c) knowledge-based (Holmes & Hooper, 2000). This goes beyond demonstrating general knowledge and involves thinking critically about the required task, skillfully executing their duties, and reflecting upon their experience (Reynolds, 1992). Candidates gain the ability to carry out required tasks in a manner appropriate with their specific work environment through continued reflection on their performance. Teachers, counselors and administrators all must demonstrate proper judgment and reflection in their profession. Virginia State University's Professional Education Unit instills candidates with the tools to be lifelong learners and adapt their knowledge to their specific field of expertise.

Caring

Caring Practitioners show respect to all learners and empower them to set achievable goals while maintaining high standards. Virginia State University believes that the term caring is integrated with two other elements: (1) diversity and (2) disposition. As educators we have a moral obligation to practice nurturing pedagogy (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). In building a comprehensive education program, it is critical for professional educators and candidates to care about the needs of students. This is evident in their service as they commit themselves to the intellectual, social, and emotional growth of all students, a commitment which includes understanding and sensitively responding to their needs, as well as implementing pedagogies and creating learning environments that genuinely support and cultivate their growth and development. Nurturing pedagogies are designed to assist all students in fully realizing their potential (Brigham Young University, 2011). Culturally relevant pedagogical educational programs at Virginia State University have an informed philosophical stance. A sociological view combines psychological understanding of the complex process of learning with an understanding of the role culture plays in the acquisition of subject-specific knowledge. Social context of learning emphasizes the importance of culture and community in learning, as sociologists view learning as a reflection of the culture and community in which students live (Vygotsky, 1978, 1986; Heath, 1983). According to Vygotsky, a social component of culture and language assists in organization of thought. Understanding that candidates' application of content reflects their culture, professional educators must place instructional activities into meaningful context with culture and community. The cultural and community enrichment at Virginia State University is pleasurable, relevant, and productive for the candidates.

Virginia State University's caring environment recognizes its responsibility by providing specialized assistance and relevant enrichment through experiences that address the student's strengths, interest, or deficit areas. Individualized study is implemented and effective in accommodating learning styles and facilitating mastery of content and processes. Candidates are supported in mastery of subject-specific

knowledge, goal setting, time-management, uses of resources, self-direction, and self-reflection of achievement. This performance process of learning is an ethic of caring and the epitome of life-long learning.

Caring educators are culturally responsive educators who are able to teach using the strengths that students have, to acknowledge cultural heritages of diverse learners, to build meaningful connections between home and school, to use a variety of instructional methods that connect to the different learning styles of students and to multicultural materials (Gay 2000). Similarly, Villegas and Lucas (2002) have proposed a number of characteristics that define culturally responsive teachers. Some examples of such characteristics are the teacher: 1) has affirming views of students from diverse backgrounds; 2) sees himself or herself as both responsible for and capable of bringing about educational change; and 3) understands how learners make use of knowledge. Virginia State University Education Programs are dedicated to ensuring that our faculty is culturally responsive by using culturally relevant instructional materials and using differentiated instructional strategies to meet the needs of all students. The culturally relevant pedagogical educational programs at Virginia State University are theoretically based. Also, the cultural and community enrichment at Virginia State University is pleasurable, relevant, and productive for all candidates.

It is important for educators to know and understand the dispositions of effective educators, to design experiences that will help to develop these characteristics in students and to help students discover if they have the dispositions to teach, counsel and lead (Taylor and Wasicsko, 2000). Swartz (2003) used multiple epistemologies and emancipator pedagogies to stimulate particular dispositions in pre-service educators and to broaden their understanding of teaching diverse learners. Pre-service educators demonstrate a respect for critical thinking, producers of knowledge, creativity, continuous learning, self-awareness, and integration of theory and practice. Virginia State University Education Programs are aware that there is more to education than instructional planning, and knowledge of good teaching skills. VSU ensures that all faculty model for candidates professional dispositions as stated by Ros-Voseles & Moss, (2007) by: (1) the way beliefs and attitudes are displayed and (2) ones actions in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others. (Ros-Voseles & Moss, 2007). Therefore, VSU believes that faculty that do not display professional dispositions should not teach in professional education programs and candidates that do not display professional dispositions should not matriculate in professional education programs.

Effective

Effective Practitioners use research-based instructional methods, best practice and performance assessments to guide the teaching and learning process. The effective educator is an individual who is able to bring about intended learning outcomes (Cooper, 2010). Professional educators improve their effectiveness through performance-based practices, teaching methods, and reflection about their decision-making and pedagogical strategies (Cruickshank, Jenkins, & Metcalf, 2009; Wildman, Niles, Magliaro, & McLaughlin, 1990). Effective educators are committed to scholarship, research, and service (Ausubel, 1963; Borg & Gall, 2007), and graduates of the program will provide the leadership for preparing P-12 students for living in a global society, (Koch 2012). What educators do in effective instruction encompasses student engagement, clear communication, flexibility, and responsiveness to student needs (Danielson, 2011; Dahir & Stone 2007, Lee & Goodnough 2006).

The Virginia State University's effective learning community celebrates diversity, has high expectations for all students, and believes all students can succeed. For all candidates to become effective educators, they must develop the knowledge, skills, dispositions, and abilities to be capable of challenging the wide diversity of student populations (Arends, 2009, Dilworth & Brown, 2001).

An effective learning community is based on competent knowledge about how students learn, which results in collaborative decision making for selection of teaching strategies and activities that engage and involve students in the learning process (Arends, 2009).. The positive learning community flourishes as Virginia State University's educators connect evidence based research methods with effective theoretical teaching models.

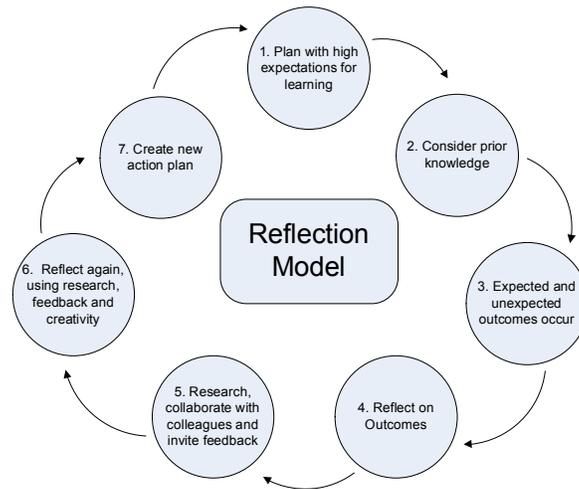
Reflective Practitioners

Reflective Practitioners step back from themselves and the situation to examine all aspects of the teaching/learning process, including essential dispositions to create a positive learning environment. Reflection can be understood by investigating the theoretical roots established in the works of John Dewey(1933), David Kolb(1984), and Donald Schön(1987). The importance of reflection in the professional growth of educators is substantiated in 21st century research (Constantino & De Lorenzo, 2001; Danielson & McGreal, 2000; Glickman, 2002; Lambert, 2003).

As reflective practitioners, Virginia State University candidates seek to understand not only their performance in practice, but the impact it has long term as well as the immediate refinement of practice. Schon suggests "reflection- in- action" and "reflection-on-action" as two methods of practical reflection. Reflection-in-action allows an individual to evaluate their practices and gauge the student receptiveness in the moment of teaching; while reflection-on-action occurs in hindsight after the event has ended. Both provide for an inward analysis of thoughts and actions.

To provide a more detailed understanding of reflection, one may consider Figure 2 which reflects a general set of steps or guidelines from *A Reflective Action Approach Model* developed by Eby, Herrell & Jordan (2006), based on John Dewey's process published in *How We Think* (1933)) and supports the founding work of Kolb, Schon and Dewey.

Figure 2: Reflection Model



The model depicts seven steps. At each step the educator reflects on what he wants to occur and then take action to bring about that occurrence (Kolb, 1984). While taking the action, the educator is evaluating the action, which leads to more reflection and research, and that may point to a new direction and a new action.

The reflective practitioner's first step in the model is to consider what the diverse population of pre-candidates and candidates already know and what they need to learn. The reflective practitioner thinks about the needs of the diverse learning population as a whole, while considering the individual needs of the learners (Richardson, 1990). Some learners need more scaffolding to be successful, while others may have already mastered the necessary skills and dispositions and need more challenging curricula.

In the next step, the reflective practitioner has expectations of how the learning process will flow and be received by the learner. Each reflective practitioner has research based conceptual knowledge of what makes a good curriculum and what effective teachers do. The reflective practitioner expects that by following the research based, best practices, the goal for the learner will be achieved. There are times when unforeseen problems occur and the teacher's high expectations and the learner's responses do not match. When this happens, the non-reflective practitioner may blame the learner for the incongruence but reflective practitioners will not be satisfied with this conclusion and will review research to learn more about the issue, purposefully talks with colleagues, and invite feedback (Richardson, 1990).

Through the research, the reflective practitioner understands that unexpected outcomes may occur for a number of reasons. Perhaps the learner's style or cultural experiences with learning differ greatly from those of the professional educator. By taking the proactive steps of seeking new information, the reflective practitioner grows stronger and more capable with each such learning experience. Through research and reflection, the practitioner responds quickly to the unexpected event and modifies teaching strategies to redirect learning.

Reflection in action means that the practitioner perceives cues from students, ponders what they mean, while continuing to interact with the learner (Schon, 1990). Reflective research facilitates opportunities to

be creative, identify and solve problems, make informed decisions, and devise varied approaches to meet the challenging needs of a diverse population.

Next, the practitioner reflects again, using the feedback, research, and creativity. Rather than simply adopting another's perspective, the reflective practitioner formulates a unique and creative idea of how to differentiate instruction. Reflection is an integral part of creativity (Eby, Herrell & Jordan, 2006). Self-awareness grows from reflection on practices to enhance the practitioner's effectiveness and dispositions.

Finally, the reflective practitioner creates a revised plan of action to accommodate diverse learners. This new plan will benefit from the reflective practitioner's more accurate, acquisition of knowledge, skills, and dispositions. The entire reflective action process begins again with these newly adapted strategies. Caring and reflective practitioners adopt a disposition of continually monitoring and reflecting as an ongoing process and life-long skill (Richardson, 1990). This takes a commitment to reflection, in concert with a commitment to research, high expectations and caring, sustained on a foundation of competent knowledge and effective skills and dispositions.

Candidate Proficiencies

The foundation of the Professional Education Programs candidate proficiencies are defined as follows:

Competent: Competent Practitioners understand the central concepts, tools of inquiry, and structures of the content area(s) taught; and create learning experiences that make the subject matter meaningful for learners. Understanding ways to enhance the learning process and learning environment through effective use of technology. Creating learning experiences and environments that make the subject matter meaningful for learners.

Caring: Caring Practitioners show respect to all learners and empower them to set achievable goals while maintaining high standards. Demonstrating a commitment to professionalism, continuous reflection, and application of research-based best practices.

Effective: Effective Practitioners use research-based instructional methods, best practice and performance assessments to guide the teaching and learning process. Using research-based best practices and performance assessments to guide the learning process and positively impact the educational environment to ensure that all students acquire the knowledge and skills to face the global challenges of the 21st century. .

Reflective: Reflective Practitioners step back from themselves and the situation to examine all aspects of the teaching/learning process, including essential dispositions to create a positive learning environment. Reflecting upon and evaluating research and the success of past decisions in an effort to make better decisions in the future.

Candidate Proficiencies: Advanced Program – Educational Administration and Supervision (Masters)

Competent

KNOWLEDGE

K.1. Candidates know, understand and can utilize the facts and principles of the subject matter.

- K.2. Candidates will exhibit knowledge and understanding of student growth and development and its relation to teaching and learning.
- K.3. Candidates will have knowledge of both student and adult applied learning and motivational theories.
- K.4. Candidates will know how to promote the success of all students through a school culture and instructional program conducive to student learning and staff professional growth.
- K.5. Candidates will exhibit knowledge and understanding of gender, ethnicity, race, socioeconomics, and exceptionalities in students.
- K.6. Candidates have knowledge and understanding of values of a diverse school community.
- K.7. Candidates know and can demonstrate an understanding of the major historical, philosophical, social and economic issues and trends that potentially impact student learning in a democratic society.
- K.8. Candidates understand the principles of effective instruction, organizational/operational facilities management and community relations to facilitate an effective and safe learning environment
- K.9. Candidates know and recognize the issues and principles related to school safety and facility management.
- K.10. Candidates have knowledge to apply policies and procedures fair and wisely.
- K.11. Candidates know the purpose of education and the role of leadership in society.

Caring

DISPOSITIONS

- D.1. Candidates will demonstrate a respect for the accepted legal and ethical norms and values of education, schools, and the community.
- D.2. Candidates will demonstrate a willingness to continuously examine their beliefs and practices to ensure student learning and staff's professional growth.
- D.3. Candidates promote a culture of high expectations for self, student, and staff performances.
- D.4. Candidates demonstrate effective group consensus building and conflict resolution skills.
- D.5. Candidates are committed to ensuring that life-long learning is encouraged and modeled and that students have the knowledge, skills and values needed to become contributing members of society.
- D.6. Candidates are committed to acting with integrity, fairness and in an ethical manner and as well as model values, beliefs and attitudes that inspire others to higher levels of performance.
- D.7. Candidates understand and are committed to accepting the consequences for upholding principles and actions.
- D.8. Candidates reflect on and understand the impact of administrative practices on others.

Effective

SKILLS

- S.1. Candidates know and demonstrate how to facilitate processes and engage in activities to ensure teaching and learning is taking place and assessed using a variety of techniques.
- S.2. Candidates demonstrate the ability to protect the rights and confidentiality of students and staff.
- S.3. Candidates demonstrate appreciation for and sensitivity to the diversity of the school community and utilize this knowledge to mobilize community resources to help solve problems and achieve goals.
- S.4. Candidates treat people fairly, equitably and with dignity and respect.
- S.5. Candidates will be able assist teachers in the effective delivery of content in order to ensure student mastery.

- S.6. Candidates can promote the success of all students by facilitating the development, articulation and stewardship of a vision of learning that is shared and supported by the school community.
- S.7. Candidates know and can demonstrate how to use knowledge of learning, teaching and student development to inform management decisions.
- S.8. Candidates know and can use multiple sources of information and data to identify, clarify, and address barriers to student learning and facilitate decision-making.
- S.9. Candidates demonstrate how to create an environment which operates safely, effectively and efficiently.
- S.10. Candidates understand and demonstrate the ability to use their office in a manner that benefits the students, staff and community.
- S.11. Candidates recognize the importance of and involve stakeholders in the decisions affecting schools.

Department of Administrative & Organizational Leadership
EDUCATIONAL ADMINISTRATION AND SUPERVISION PK-12
Program Description

The Department of Administrative & Organizational Leadership offers a program of study that leads to the MEd in Educational Administration and Supervision for candidates who seek licensure as a school level administrator. The outcomes of the programs have been aligned with the unit's conceptual framework outcomes to support the development of competent, caring, effective and reflective professional administrators who are committed as leaders to addressing the challenges of educating all students for multicultural and global learning communities. As competent leaders, candidates will understand the central knowledge, concepts and skills necessary in the administrative field. As caring leaders, educational leadership candidates will show respect for all stakeholders in the educational setting and empower them to set achievable goals while maintaining high standards. As effective leaders, candidates will use research-based instructional methods and best practices and performance assessments to guide the implementation of the instructional process. Finally, as reflective leaders, candidates will step back from themselves and the situation to examine all aspects of the teaching/learning/administrative process, including essential dispositions to create a positive school culture and learning environment.

MASTER OF EDUCATION: EDUCATIONAL ADMINISTRATION AND SUPERVISION (PK-12)*

The course of study in this major leads to a Master of Education degree. All candidates who are admitted to the program are fulfilling requirements for school administrators. The Master of Education degree requires 36 hours of courses, including an internship and an oral and written comprehensive examination. All graduate school and program requirements must be met prior to admission. Candidates must successfully complete the SLLA, with a minimum score of 165, *prior to graduation*.

PROGRAM PHASES Administration & Supervision

PHASE ONE: ADMISSION

Candidates seeking admission must:

- _____ Complete a graduate application
- _____ Hold a professional, five-year renewable teaching license.
- _____ Have at least 3 years of successful experiences as a teacher by the date the program is completed. A candidate may not enter the last 6 hours of course work until successful professional teaching experience has been satisfied.
- _____ Present a competitive GRE score, less than 6 years old. Under certain conditions, candidate may be admitted provisionally for one semester or 6 hours of coursework prior to submission of GRE scores.
- _____ Provide a reflective personal essay describing educational leadership aspirations.
- _____ Have an undergraduate GPA of not less than 2.8 on a 4.0 scale, or be granted provisional acceptance followed by a review after completion of 6 hours.
- _____ Maintain a 3.0 GPA at the graduate level in order to be retained in graduate school.
- _____ Have three letters of recommendation from individuals familiar with the applicant's experience as an educational professional and potential as an educational leader.

Those admitted unconditionally have met all prerequisites and provided appropriate documentation.

Those admitted conditionally must meet criteria within one semester of conditional acceptance.

Candidates are solely responsible for meeting all requirements prior to being moved into Phase II of the program.

- *For verification of documents, see the program coordinator or advisor to view file*
- *Candidates who must demonstrate academic proficiency are responsible for scheduling an appointment with their advisor to view transcripts each semester for one year.*
- *Upon acceptance (conditional or unconditional) candidates must complete "yellow program cards" during their first semester of enrollment. Program cards can only be signed by GRADUATE FACULTY. Not all EDAS professors have received graduate faculty status.*
 - *Cards should be submitted electronically in collaboration with your advisor.*
 - *Upon approval, the program and candidate will receive a copy.*

PHASE II – ADMISSION TO CANDIDACY

Master Candidates seeking candidacy must complete "Admission to Candidacy" paperwork with their advisor and submit to the graduate office. Paperwork is in attachment section of handbook as well as online.

Candidates must

1. Complete a minimum of 12 hours of course work
2. Maintain a B average or above in all content and core course
3. Submit an application for candidacy
4. Complete the Professional Education Program Leadership Assessment (EDAS 593)

Other important information regarding admission to candidacy:

- Admission to candidacy must be completed no later than one semester prior to graduation
- Candidates may not apply for candidacy and graduate in the same semester
- Candidacy cannot be obtained if any admission requirements have not been fulfilled.

PHASE III: CANDIDACY

Upon submission and approval of candidacy paperwork to the graduate office, candidates advance to the candidacy phase of their program.

Candidates must

1. Advance to candidacy
2. Complete all required coursework
3. Participate in a full-time internship, during the summer session
4. Receive a clinical/site supervisor evaluation
5. Receive a university supervisor evaluation

Other important information regarding candidacy phase:

- Candidates must complete all required coursework, receiving no more than 2 C's.
- Candidates, not currently in leadership roles, must arrange their internships to extend over two semesters, to include a full-time summer experience.
- Candidates must enroll in the comprehensive exam course with no more than 3 hours remaining in the program.
- Candidates must apply to participate in comprehensive exams (at the graduate office) prior to the end of the first month of the graduation semester. (see Academic calendar)
- Candidates must apply for graduation at the graduate office. Applications are due prior to the end of the first month of the graduation semester. (see Academic calendar)

PHASE IV: PROGRAM COMPLETION

Candidates must

1. Successfully complete three years teaching experience
2. Successfully complete all required coursework and phases of candidacy
3. Successfully apply for and complete oral and written comprehensive exam
4. Successfully complete the SLLA with a minimum of 165 and submit scores to VSU
5. Apply for graduation
6. Complete candidate exit survey

Other important information regarding program completion:

- Candidates must apply for graduation through the graduate office by the dates identified (see website).
- Candidates should complete licensure document requirement by the Virginia Department of Education, an official transcript and payment in form of MO or check and submit to the program coordinator for verification and submission to the Unit Head who will in turn submit forms for licensure. Licensure forms are available online at www.pen.k12.va.us. It is the candidates' responsibility to complete and submit the required paperwork for licensure.
- Exit surveys will be completed at the conclusion of oral exams.

PHASE V: GRADUATE FOLLOW UP

Candidates have an option to

1. Participate in a graduate follow-up survey
2. Give permission for employee follow-up survey

**Department of Administrative & Organizational Leadership
Master of Administration & Supervision Pk-12
Course Requirements**

Course Number	Course Title	Semester Hours	Master Sequence
EDUC 501	Foundations of Education	3	3,4,5
EDUC 513	Educational Research	3	6
STAT 510	Statistical Procedures in Education and Psychology	3	7
<i>CORE:</i>			
EDAS 590	Introduction to Organization & Administration	3	2
EDAS 591	Instructional Leadership	3	8,9,10
EDAS 592	Human Resource and Fiscal Management	3	3,4,5
EDAS 593	Leadership Assessment & Development	3	1
EDAS 583	School Law	3	8,9,10
EDAS 589	School Community Relations	3	3,4,5
EDAS 594	Data Driven Leadership	3	8,9,10
EDAS 679	Internship Seminar	3	Summer
EDAS 579	Capstone/Comprehensive Exams	3	12

**The program is currently considering a change in the sequence of courses. ALWAYS meet with your advisor prior to registration.*

Core courses should be taken in the order listed. Leadership Assessment & Development is the initial assessment.

Educational Research & Statistics should be taken after successful completion of at least 6 semester hours.

Department of Administrative & Organizational Leadership
Master of Educational Administration & Supervision Pk-12
Course Descriptions

All core courses require in-course field work experiences

EDUC 501 Foundations of Education 3 Semester Hours

A one-semester course designed to provide students with sound basis for interpretation and evaluation of present day educational theories and practices by tracing the influence of historical, sociological, philosophical, and religious views upon the development of the education process.

EDUC 513 Educational Research 3 Semester Hours

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and a pilot study) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Master candidates and should be taken after STAT 510.

Prerequisite: STAT 510 Statistical Procedures in Education

STAT 510 Statistical Procedures in Education 3 Semester Hours

This is a general terminal course designed primarily for graduate students enrolled in professional education research, psychology, guidance, or other behavior sciences. It is defined as an applications approach to methodology of modern research. This course will help prepare individuals to comprehend, interpret, and report statistical results for use in educational research, thesis presentation, and publication in research journals. Elementary and advanced statistical methods will be discussed. Statistical software will be used to analyze and interpret large databases occurring in real life situations.

EDAS 583 Public School Law 3 Semester Hours

This course is an introduction to school law that deals primarily with laws relating to elementary and secondary public schools in the United States and addresses non-public schools only inasmuch as they are affected by general status. The course is flexible and may meet the needs of students of educational administration, public school administrators, teachers or laymen who are concerned with current readings and implications of school law.

EDAS 589 School Community Relations/Multicultural Education 3 Semester Hours

This course provides for the study of the place and function of the school in American social life and investigation of community agencies and institutions, including those concerned with drugs and behaviors, which may be utilized in the interpretation of the school to the community.

EDAS 590 Introduction to Organization and Administration 3 Semester Hours

Course focusing upon a description of modern practices in organizing and administering schools and other educational agencies; types of agencies and schools, selection and assignment of personnel, programs of study, records, management of physical facilities, pupil personnel guidance, retention and improvement of staff communication within the school and the public. The study of major administrative theories, and the impact of management, leadership, and decision-making for school administrators will be addressed. Systems approach to designing and managing quality/high performing educational organizations with emphasis on systems theory, system dynamics and systems modeling.

EDAS 591 Instructional Leadership**3 Semester Hours**

Examines processes of instructional leadership in schools. Primary focus on developing school leadership skills necessary to provide a positive working environment through collaboration and team-building, as well as professional opportunities including supervision and evaluation of curriculum & instruction. Focus will be on best practices that lead to school cultures which build communities of learning. Appropriate field-based project relating theory to practice will be required.

EDAS 592 Human Resource and Fiscal Management**3 Semester Hours**

A study of theories and policies related to resource projection and management in schools and school divisions. Finance topics include budget, purchasing and accounting, and procedures for obtaining equipment and materials. Human resource topics include staffing requirements, hiring, evaluation and dismissal procedures, and staff-personnel relationships. Appropriate field-based project relating theory to practice will be required.

EDAS 593 Leadership Assessment and Development**3 Semester Hours**

This course of study focuses on the school administrator as manager and leader. The assessment portion of this class will require candidates to participate in self-examination of their leadership skills and abilities. Based on simulation activities and practices, candidate will learn strategies for continuous self-development, growth and personal awareness. In addition candidates will consider the role of school manager and address issues such as safety and educational facilities

EDAS 594 Data Driven Leadership**3 Semester Hours**

This course focuses on the candidate as a school leader in school improvement. Candidates will explore the role in making effective decisions using data regarding instruction, finances, administration and school improvement. In addition, an in depth study of the change process in relation to decision making as well as how to provide leadership in a diverse and political environment

EDAS 679 Practicum/Internship**3 Semester Hours**

This course consists of laboratory experiences designed to acquaint educational leaders with the mechanics of leadership, as well as their role in helping other personnel under their leadership to function effectively in today's educational climate.

EDAS 579 Capstone/Comprehensive Exam**3 Semester Hours**

This course is a capstone seminar for EDAS master candidates during the final semester of enrollment. It provides synthesis, integration, and application of prior coursework on educational administration and supervision; specifically instructional and organizational leadership, systems thinking and school improvement processes. Preparation for comprehensive exams and the SLLA are key to this course.

Department of Administrative & Organizational Leadership
Master of Education in Educational Administration & Supervision Pk-12
REQUIRED ASSESSMENTS

Phase I : Admission			
<i>Admission to graduate school</i>			
Admission criteria for Individual Programs	Graduate endorsement areas EDAS: Complete a graduate application ___ Hold a professional, five-year renewable teaching license. ___ Have at least 3 years of successful experiences as a teacher by the date the program is completed. A candidate may not enter the last 6 hours of course work until successful professional teaching experience has been satisfied. ___ Present a competitive GRE score, less than 6 years old. Under certain conditions, candidate may be admitted provisionally for one semester or 6 hours of coursework prior to submission of GRE scores. ___ Provide a reflective personal essay describing educational leadership aspirations. ___ Have an undergraduate GPA of not less than 2.8 on a 4.0 scale or be admitted provisionally with review of academic record after 6 hours. ___ Maintain a 3.0 GPA at the graduate level in order to be retained in graduate school. ___ Have three letters of recommendation from individuals familiar with applicants experience as an educational professional and potential as an educational leader.	Used to verify Individual program requirements to ensure program completion	Each Semester
Teaching License	Individual programs verify teacher certification when applicable (note: Ed. leadership-copy of 5 year renewal professional license must be included in application packet-N/A for Organizational Leadership)	Used to verify area of endorsement for advance programs	Each Semester
Program Areas Admissions Committee	This group reviews applicants for admissions and makes recommendations to the Graduate Admissions Committee.		Each Semester
Initial Assessment EDAS 593	PEP or Central Virginia Leadership Academy Assessment	Development of professional leadership growth plan. Address weaknesses throughout program	First semester
Phase II: Mid-Point (Admission to Candidacy)			
<i>Type of Data</i>	<i>Description</i>	<i>Use of Data for Improvement</i>	<i>Frequency of Collection</i>
Program Cards	Applicant meets with assigned advisor to complete program cards for course of study.	Used to verify candidates acceptance into a program area	Each Semester
Advance to Candidacy	Candidates must complete 12 hours of program study and fulfill the GRE requirements	Used to verify satisfactory progress in the graduate program	Annually
Minimum Grades	Advisors meet with candidates to review course grades to verify required 3.0 GPA and no more than two "C" in all coursework		Each Semester
Administration & Supervision- Master	<i>Instructional Leadership</i>	9-12 hours-Critical thinking & writing skill assessment.	Midpoint-advancement
Phase III Candidacy			
<i>Type of Data</i>	<i>Description</i>	<i>Use of Data for Improvement</i>	<i>Frequency of Collection</i>
Administration & Supervision –Master Internship Evaluation and Reflections	Administration & Supervision Must complete a full-time summer internship	Assess candidates ability to apply theory in practice	Each Semester

	as a school administrator or one year of successful full-time experience as an assistant principal or principal in an accredited public or private school- Embedded in-course field experience of 120 hours and 300 hours full-time experience minimum requirement		
Comprehensive Examination	Candidates must apply for oral/written comprehensive examination.		Each Semester
Praxis II/State Assessments	Virginia now requires candidates in Administration & Supervision to take the School Leaders Assessment (SLLA) PRIOR to graduation (Minimum Score=165)	Use data for program improvement	Each Semester
Phase IV: Program Completion Verification			
<i>Type of Data</i>	<i>Description</i>	<i>Use of Data for Improvement</i>	<i>Frequency of Collection</i>
Transcript Review	Advisor will meet with candidate to verify the completion of all course work. (Each Semester)		Each Semester
Program Evaluation	Completed by the candidate to provide feedback to the program and unit.		Each Semester
State Licensure Exam	Complete SLLA and have scores submitted to VSU		Each Semester
Phase V: Graduate Follow-Up			
Graduate follow-up survey	Graduate survey will be administered at 1 yearly		Annually
Employer follow-up survey	Administered by the Unit yearly on new graduates and a five-year cycle for all graduates.		Annually

**Department of Administrative & Organizational Leadership
Master of Education in Educational Administration & Supervision Pk-12**

Assessment Descriptions

Admissions

Program Chair will admit candidates to the program.

Comprehensive Exams

Candidates seeking a Master of Administration and Supervision will be required to complete a written and oral comprehensive exam. Participation in the exam is limited to the final semester of enrollment.

Content Assessment

All candidates will participate in a common course assessment for each of the required courses. The assessment may be directly linked with the in-course field experience or an alternate assignment as determined by the program.

In Course Field Experiences

Each candidate is responsible for acquiring a minimum 12 contact hours in a leadership role during each course of study (specific requirements listed in separate section). These hours should be logged in the electronic spreadsheet provided to all candidates online.

Internship Experiences

All candidates in the Administration & Supervision program must complete a full-time internship. Candidates will interview for internship placement during the spring for a summer internship at a school division other than their own. Specific internship requirements are outlined in the internship handbook.

Dispositions Assessment

Dispositions are assessed throughout the program.

Embedded Field Experiences (140 hours)

The following assignments are reflective of required assignments in your approved program of study. Candidates should use the electronic log provided to document evidence of completion, site verification and hour requirement of in course and internship field experiences.

In the chart below, mandatory in-course field experiences, number of hours and setting are identified for each required course. If a required setting is identified, candidates must complete the experience at an alternate location (not their school site) to demonstrate experience at the various levels of school leadership.

Course #	Course Title	Required Experience	Std.	Home Site Hours	Required Setting	Alt. Hours Total
EDAS 590	Introduction to Organization & Administration	Development & Sharing of Mission & Vision statements Mission & Vision Analysis	1.1-3		Alternate: Elementary, Middle or High reflective of diverse student population.	15
EDAS 591	Instructional Leadership	Action Research Project Literature Review	1.4 2.1-2.4 4.2-3 6.1		Alternate: Elementary, Middle or High reflective of diverse student population.	15
EDAS 592	Human Resource & Fiscal Management	Analyze & compare fiscal and human resource budgets from two unique school divisions	3.1-3		Compare home site with alternate site.	15
EDAS 593	Leadership Assessment & Development	Peer Coaching Interviewing Literature Review School Building Analysis	2.1 1.5, 3.3 6.1 3.1	25	Alternate for School Building Analysis (10 hours): Elementary, Middle or High reflective of diverse student population.	15
EDAS 583	School Law	Update on legal issues through development of briefs, critiques and traditional research	5.1-5.3 6.3	15		
EDAS 589	School Community Relations	Multicultural Awareness Case Study & Literature Review	4.1-4.3 5.1-5.3 6.1		Alternate Setting: Elementary, Middle or High reflective of diverse student population.	15
EDAS 594	Data-Driven Leadership	School Improvement Team Data Research Team planning & development	2.1-2.4 3.1-3.3 4.1-4.3 5.1-5.3 6.1-6.3	25		
Total Hours				=65		75

Internship/Field Experience

The Field Experience /Seminar is designed as a full time administrative experience, not less than 90 days, providing supervised on-the-job exposure and training on actual school sites. The student will be directed to demonstrate leadership skill in day-to-day operations while experiencing directed field leadership responsibilities, tasks and duties. A mentor relationship will be developed to assist the potential leader to analyze effective practices and procedures as administrators in current school environments.

Seminar sessions will be conducted at the school site or university to diagnose strategies and to engage in problem analysis sessions associated with the operation of a school. Internship experiences are limited to students who have completed an approved principal preparation program and are seeking certification by the State of Virginia as school administrators.

An internship handbook will be provided for all candidates and their supervisors at the time of enrollment. *All candidates will be required to participate in a full-time summer internship.* Placement for the summer internship is based on an interview process with neighboring school divisions. Candidates will be selected for an internship at a specific location to reflect a setting unique from the school in which you work. Interviews will occur in March prior to the summer of internship enrollment.

Internship Requirements:

The following is a list of required assignments during the internship experience. A collection of 275 hours is required in the internship experience. Candidates should use the electronic log provided to document evidence of completion, site verification and hour requirement. In the chart below, mandatory internship experiences, number of hours and setting are identified for each required course. If a required setting is identified, candidates must complete the experience at an alternate location (not their school site) to demonstrate experience at the various levels of school leadership.

REQUIRED INTERNSHIP ACTIVITIES OF ALL CANDIDATES:

Title	Description	Std.	Home Site Hours	Required Setting	Alternate Site Hours
Seminar Sessions/ Site Visits	Participation in seminar sessions to include dinner training with site supervisor (or individual training.) and university supervisor visits at school site. School facility management (3 site visits)	7.5	6	Alternate Setting: Elementary, Middle & High	9
<i>Internship Log/Reflection Journal</i>	<i>Maintain a log of internship hours; identify activity, standard, site location. Reflections of daily/weekly experiences are also required.</i>	7.1-7.5			
Data Analysis & Plan	Candidates will demonstrate the ability to disaggregate and analyze data (SOL, climate, benchmark, attendance or other). Work with your site supervisor to identify needed	2.1	5		

	data analysis. Develop a presentation of findings and recommendations to present to your supervisor and intern colleagues.				
Teacher Observation	Candidates will demonstrate the ability to impact student learning by critiquing the lesson plans developed for teacher observation in collaboration with mentor.	2.2	5		
Professional Growth Plan	Candidates will demonstrate the ability to impact student learning and develop a professional development plan through participation in a partnered clinical observation in collaboration with mentor. Candidates must follow the observation procedure used in their school system, provide documentation of each stage of process and include a reflective analysis.	2.3	5		
Crisis Team Box	Candidates will demonstrate the ability to promote an effective and safe learning environment through conducting an inventory or development of the crisis team box. Documentation includes the inventory, and recommendations made. Please also provide a school map identifying locations of crisis box.	3.1	5		
School Safety Audit	Candidates will conduct a school safety audit (Using: www.pen.k12.va.us/VDOE/instruction/schoolsafety/safetyaudit) Two areas of needed improvement will be investigated to determine appropriate channels for completing repair and costs associated. A copy of the audit, recommendations for improvement, and demonstration of skill in correcting issues must be submitted.	3.2	5		
Budget Process	Candidates will demonstrate their understanding of budget development, district procedures and allocation of resources through reviewing the budget procedure with their mentor. A written document must be submitted demonstrating an understanding of the budget.	3.3	2		
Collaboration with Families	Candidates will demonstrate the ability to collaborate with families through PTA meetings, parent-teacher conferences, and IEP meetings. Candidates must demonstrate their leadership role in these collaborative settings. (Facilitating a parent work shop, administrative representative in IEP, etc.)	4.1	5		
Special Education Collaboration	Candidates will participate in special education leadership (BMP, IEP assessment, Eligibility meetings, etc...) and develop a tool for other leaders to use, which includes resources available, and reference to laws and guidelines. Possible tools include handbooks, flyers, database development, etc	4.2	5		

Mobilize Community Resources	Working with the guidance department, the candidate will up-date or create a community resources list, including phone number, e-mail addresses and brief description of the organization's function. A copy of the resource tool should be provided to the school and one turned into the university.	4.3	2		
Participation in a Community Organization	Candidate must represent their school through participation in a community organization and provide documentation.	4		Agency	5
Deskbook	A deskbook will be created with the following sections: (1) State Standards of Quality, (2) Regulations Establishing Standards for Accrediting Public Schools in Virginia, (3) School System's Handbook/Guidelines, (4) School's Handbook for Faculty/Staff, (5) Student Handbook for the current year, (6) Standards for Student Conduct, (7) School System's Organizational Chart, (8) Master Schedule, (9) School Board Budget for the Current Year, (10) School's Improvement Plan, (11) School System's Strategic Plan, (12) Activities Schedule, (13) School Attendance Map/Zone, and (14) School Report Card (15) Superintendent Memos	7.2	5		
TOTAL HRS			50		14

	Additional Experiences: In collaboration with school site supervisor, select or develop experiences within each of the identified standards. Alternate hours must be demonstrated across alternate settings to include a balance between experiences at all settings listed.				
Std. 1	Sample Activities: Strategic planning meetings; Implement vision at district level; Align existing resources with vision; Oversee grant proposal; Review school's mission and discuss attainment; Create action research around student learning; Review district organizational chart and understand roles and impact; Conduct a visioning workshop; Interview staff members about the shared vision; Use this knowledge as well as literature to analyze how vision is developed, articulated and implemented; Meet with key leaders about core values; Gather data and complete national reports; Evaluate SIP goals; Mediate with faculty a challenge facing the school; Critique communication in school or district; Identify cultural norms of community and parallel to the school; Compare building level SIP to district level.	1.1- 1.5 7.1- 7.5	20	Alternate setting: Elementary, Middle, High with diverse student populations or Central office.	15
Std. 2	Sample Activities: Open or close the school year; Review management and communication, make suggestions for technology improvements; Conduct a cost-benefit analysis of a SIP; Review a school strategic plan and identify links between student performance and financial, human and material resources; Serve on hiring committee; Work with central office and in recruitment planning; Learn process to request bids; Develop staff orientation for induction; Study process for ordering textbooks and supplies; Track the grievance process; Conduct a needs assessment of building and grounds and repairs; Prepare or update crisis management plan; Develop transitional program; Review the district's negotiated contracts; Observe student discipline process, Form a study group on recent court decisions; Serve on technology committee; Serve as principal of summer school; Review handbook and check for consistency with policies; Work	2.1- 2.4 7.1- 7.5	25	Alternate setting: Elementary, Middle, High with diverse student populations or Central office	10

	with teachers experiences challenges with discipline; Prepare teacher supervision responsibility; Develop student activities handbook				
Std. 3	Sample Activities: Open or close the school year; Review management and communication, make suggestions for technology improvements; Conduct a cost-benefit analysis of a SIP; Review a school strategic plan and identify links between student performance and financial, human and material resources; Serve on hiring committee; Work with central office and in recruitment planning; Learn process to request bids; Develop staff orientation for induction; Study process for ordering textbooks and supplies; Track the grievance process; Conduct a needs assessment of building and grounds and repairs; Prepare or update crisis management plan; Develop transitional program; Review the district's negotiated contracts; Observe student discipline process, Form a study group on recent court decisions; Serve on technology committee; Serve as principal of summer school; Review handbook and check for consistency with policies; Work with teachers experiences challenges with discipline; Prepare teacher supervision responsibility; Develop student activities handbook	3.1- 3.3 7.1- 7.5	25	Alternate setting: Elementary, Middle, High with diverse student populations or Central office	10
Std. 4	Sample Activities: Plan new student and parent orientation program; Prepare an orientation videotape that describes the school's shared values and culture; Prepare newsletter, including tips for parents; Develop process for parent-teacher conferences; Prepare staff development related to cultural diversity; ID school subcultures and plan for meeting needs; Develop parenting skills courses; Provide conflict mediation or team building training for faculty; Develop and present a plan recommending alignment of social services agency programs with school improvement needs; Design web page for the school; Develop a mentor program; Give a presentation on a school program to a local organization; Conduct focus group sessions on perception of school	4.1- 4.5 7.1- 7.5	30		5

Std. 5	Sample Activities: Identification and placement in remedial programs; Establish ethics committee; Review budgeting process; Prepare a presentation on ethics; Make a speech to a local service organization and articulate and demonstrate the importance of education in a democratic society; Create personal administrative platform, identify values and beliefs; Review school handbook, look for consistency with ethics of school; Observe a student disciplinary procedure with an ethical eye; Examine school policy on confidential information; Develop conflict resolution program; Examine school's symbols and traditions; Hold focus group sessions to identify caring elements within the school community	5.1- 5.3 7.1- 7.5	25	Alternate Setting	10
Std. 6	Sample Activities: Identify existing outdated school board policy; Participate in the process of revision; Attend school board meeting; Interview state legislator and/or lobbyist; Identify tension in the district; Participate on action committee; Investigate means in which administrators remain updated on legal issues; Participate in legislative forum	6.1- 6.3 7.1- 7.5	5	Central office or Agency	30
In Course	TOTAL HOURS		65		75
Required	TOTAL HOURS		50		14
Alternate	TOTAL HOURS		130		80
Cumulative	TOTAL HOURS		245		169

Candidate's internship log will be filtered by standard, setting, and hours. Candidates' logs must reflect 245 hours at the home site with 169 additional hours distributed across the alternate settings.

**Department of Administrative & Organizational Leadership
Master of Administration & Supervision Pk-12
State of Virginia
Approved Licensure Regulations**

**Licensure Regulations Governing Support Personnel
8VAC20-22-590. Administration and supervision preK-12.**

A. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. ***Individuals must meet the requirements for the administration and supervision preK-12 endorsement through one of the four options listed in this section and be recommended by a Virginia school division superintendent.*** A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

National Standards for Building Level Administrators Educational Leadership Council Consortium (ELCC) Standards

Standard 1:

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2:

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4:

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5:

A school administrator is an educational leader who promotes the success of all students by acting with integrity, with fairness, and in an ethical manner.

Standard 6:

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

State of Virginia Competencies for Administration and Supervision and Personnel Support

1. The program in administration and supervision pk-12 shall ensure that the candidates have demonstrated the following competencies:

a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;

- (1) Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment;
- (2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
- (3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;
- (4) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;
- (5) Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;
- (6) Integration of technology in curriculum and instruction to enhance learner understanding;
- (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;
- (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

b. Knowledge understanding, and application of systems and organizations, including;

- (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;
- (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
- (3) Information sources and processing, including data collection and data analysis strategies;
- (4) Using data as a part of ongoing program evaluation to inform and lead change;
- (5) Developing a change management strategy for improved student outcomes;
- (6) Developing empowerment strategies to create personalized learning environments for diverse schools;
- (7) Effective communication skills including consensus building, negotiation, and mediation skills.

c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including;

- (1) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level;
- (2) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;
- (3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;
- (4) Principles and issues related to fiscal operations of school management;
- (5) Principles and issues related to school facilities and use of space and time;
- (6) Legal issues impacting school operations and management;
- (7) Technologies that support management functions;
- (8) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.

d. Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including;

- (1) Emerging issues and trends within school/community relations;
- (2) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
- (3) Developing appropriate public relations and public engagement strategies and processes;
- (4) Principles of effective two-way communication, including consensus building and negotiation skills;
- (5) Integration of technology to support communication efforts.

e. Knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;

- (1) Historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;
- (2) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;
- (3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
- (4) Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions;
- (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;

- (1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
- (2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
- (3) Identify and respond to internal and external forces and influences on a school;
- (4) Identify and apply the processes of educational policy development at the state, local, and school level; and
- (5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

g. Embedded learning strategies for improved student learning totaling at least 120 clock hours including;

- (1) Experiential activities that complement, implement, and parallel the university curriculum;
 - (2) Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.
3. Complete 440 clock hours, with a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school; and
 4. Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education (Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

ATTACHMENTS

**SCHOOL OF GRADUATE STUDIES, RESEARCH, AND OUTREACH
VIRGINIA STATE UNIVERSITY
PETERSBURG, VIRGINIA 23806**

**APPLICATION FOR ADVANCEMENT TO CANDIDACY
M.A., M.S., M.Ed., M.I.S.
REQUIRED AFTER 12 HOURS**

Name of Applicant _____

Major Field: _____

Total Semester hours completed toward the degree requirements (DO NOT INCLUDE TRANSFER CREDIT)

_____ GPA _____

THIS PORTION TO BE COMPLETED BY ADVISOR

Have departmental or prerequisite requirement been met? _____ YES _____ NO

English Proficiency: _____ Approved _____ Not Approved

Foreign language requirement met (where applicable) _____ YES _____ NO

Graduate Record Examination (GRE) GENERAL TEST SCORES (test scores must be on file in the Graduate Office)

VERBAL SCORE _____; QUANTITATIVE SCORE _____; TOTAL _____

GRE MAKEUP COURSES

(Verbal) _____ / (Quantitative) _____

CANDIDACY ACTION

_____ Approved _____ Not Approved _____

Advisor's Signature

Date

_____ Approved _____ Not Approved _____

Thesis Advisor (where applicable)

Date

ACTION BY GRADUATE OFFICE

_____ **APPROVED**

_____ **NOT APPROVED**

DEAN

DATE

Approval indicates that the student is now eligible to enroll in Research and Thesis, or the Master's Project. Thesis Topic Cards may be secured from the Graduate Office.

Dear Administrator:

The Department of Administrative and Organizational Leadership prepares our candidates for leadership in Pk-12 schools. Requirements include embedded field experiences in all graduate level coursework.

The purpose of this letter is to inform you that your teacher/administrator, _____, is participating in our program and is seeking your support in completion of embedded field-based experiences to satisfy the requirement for a substantial and on-going field experience. In order to make these experiences meaningful and useful, we are requesting your assistance in the supervision and evaluation of the candidate's work. Our students are required to talk with you about the activities that they are assigned, receive your approval and suggestions on how to accomplish the task and provide you with a final copy of their work for your review and feedback. An evaluation link will be provided by the candidate. Your evaluation will be included in our evaluation rubric as a component of their internship requirements.

We would like to thank you for your support and assistance in training our future educational leaders. In addition, feel free to submit suggestions for other school based activities that you would like us to include in our field study experiences that would be useful to your school and enhance the skills of our candidates. If you have any questions, please free to contact the Dr. Michelle Beavers at 524-6960.

Sincerely,

Michelle M. Beavers, Ph.D.
Department of Administrative & Organizational Leadership,
Chair & Field Experiences Supervisor

Candidate Checklist

ADMISSION:

- Submitted 3 letters of recommendation
- Provided copy of teaching license
- Took GRE's and provided copy of scores

FIRST SEMESTER:

- Took GRE's and provided copy of scores
- Met with advisor
 - Completed Program Cards
 - Developed a plan of study
 - Verified contents of admission file
- Enrolled in EDAS 593-Leadership Assessment & Development

AFTER 12 HOURS:

- Completed application for candidacy, advisor signed and submitted to grad office
- Met with advisor to ensure adequate progress through the program
 - Verified 3.0 GPA
 - Verified adequate completion of fieldwork document
 - Developed plan for remaining hours in program

TWO SEMESTERS PRIOR TO GRADUATION

- Enrolled in EDAS 679 (Internship-Offered ONLY during Summer)-Required Summer Internship
- Met with advisor
 - Determined graduation eligibility in next two semesters
 - Developed plan for completion of final coursework
 - Determined when to take the SLLA

FINAL SEMESTER

- Met with advisor
 - Verified completion of all coursework
 - Identified any "I" on record and plan to complete
 - Had advisor sign comprehensive exam application
- Enrolled in Capstone/Comprehensive Exam course
- Applied to take Comprehensive Exams (application in grad office)
- Applied for Graduation & Paid Fee (graduate office)